**Introductions**

**Antes de leer**

Strategy – Using prior knowledge

1. Students in five Texas high schools have posted introductions of themselves on the Web on a list of students looking for keypals (penpals using e-mail) in Spanish-speaking countries.
2. What information would be good to include in a short introduction? List at least four here.

**Mira la lectura**

Strategy – Scanning

1. Go to the [Alumnos Texas](http://www.angelfire.com/sd/josue/texas/texas.html) Web site.
2. Did you find the information you expected to find? Put a check mark next to the items above in the Antes de leer that you found in the reading.

**Infórmate**

Strategy – Using context to get meaning

1. Which of the students' activities are cognates?
2. Which of the students' activities do you understand by the context?
3. Of the activities that you already know in Spanish, list your four favorites below:
4. Which of the students listed have the most of your four favorite activities?
5. List the first ten activities mentioned in the order that you like them.
6. Match the Spanish with its English meaning.
   * \_\_\_\_ coger becerras con lazo
   * \_\_\_\_ montar a caballo
   * \_\_\_\_ carreras de caballos
   * \_\_\_\_ toca la batería
   * \_\_\_\_ practico baloncesto
   * \_\_\_\_ usar el lazo
   * practice basketball
   * use a lasso
   * play the drums
   * ride horses
   * horse races
   * rope calves
7. With such favorite activities such as riding horses, racing horses, using a lasso, and roping calves, what do you think this part of Texas is like?

**Aplicación**

Now make your own Introductions list. First write your own introduction. Next have four classmates add their introductions to your list.